

Read

SUMMARY DESCRIPTION OF THE "CYCLE OF COUNSELING, COACHING, MANAGING, AND SUPERVISING"

The Cycle is explained in detail in books by Robert E. Wubbolding:
Employee Motivation, 1996; *Reality Therapy for the 21st Century*, 2000
A Set of Directions for Putting and Keeping Yourself Together, 2001
Reality Therapy in APA's Theories of Psychotherapy Series, 2010

Introduction:

The Cycle consists of two general concepts: Environment conducive to change and Procedures more explicitly designed to facilitate change. This chart is intended to be a **brief** summary. The ideas are designed to be used with employees, students, clients as well as in other human relationships.

Relationship between Environment & Procedures:

- As indicated in the chart, the Environment is the foundation upon which the effective use of Procedures is based.
- Though it is **usually** necessary to establish a safe, friendly Environment before change can occur, the "Cycle" can be entered at any point. Thus, the use of the cycle does **not** occur in lock step fashion.
- Building a relationship implies establishing and maintaining a professional relationship. Methods for accomplishing this comprise some efforts on the part of the helper that are Environmental and others that are Procedural.

ENVIRONMENT:

Relationship Tonics: a close relationship is built on TRUST and HOPE through friendliness, firmness and fairness.

- Using Attending Behaviors: Eye contact, posture, effective listening skills.
- AB = "Always Be . . ." **C**onsistent, **C**ourteous & **C**alm, **D**etermined that there is hope for improvement, **E**nthusiastic (Think Positively).
- Suspend Judgment: View behaviors from a low level of perception, i.e., acceptance is crucial.
- Do the Unexpected: Use paradoxical techniques as appropriate; Reframing and Prescribing.
- Use Humor: Help them fulfill need for fun within reasonable boundaries.
- Establish boundaries: the relationship is professional.
- Share Self: Self-disclosure within limits is helpful; adapt to own personal style.
- Listen for Metaphors: Use their figures of speech and provide other ones. Use stories.
- Listen to Themes: Listen for behaviors that have helped, value judgements, etc.
- Summarize & Focus: Tie together what they say and focus on them rather than on "Real World."
- Allow or Impose Consequences: Within reason, they should be responsible for their own behavior.
- Allow Silence: This allows them to think, as well as to take responsibility.
- Show Empathy: Perceive as does the person being helped.
- Be Ethical: Study Codes of Ethics and their applications, e.g., how to handle suicide threats or violent tendencies.
- Create anticipation and communication hope. People should be taught that something good will happen if they are willing to work.
- Practice lead management, e.g., democracy in determining rules.**
- Discuss quality.**
- Increases choices.**
- Discuss problems in the past tense, solutions in present and future tenses.
- Withdraw from volatile situations if helpful.
- Talk about non-problem areas.
- Connect with the person's thinking and feeling.
- Invite solutions.
- Use broken record technique.
- Use affirming language.

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A
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T

- Affirm feelings
- Accept
- Show affection
- Action consequences
- Conversation (WDEP)
- Time together

Relationship Toxins:

Argue, **Boss Manage**, or Blame, Criticize or Coerce, Demean, Encourage Excuses, Instill Fear, or Give up easily, Hold Grudges.

Rather, stress what they **can** control, accept them as they are, and keep the confidence that they can develop more effective behaviors. Also, continue to us "WDEP" system without giving up.

Follow Up, Consult, and Continue Education:

Determine a way for them to report back, talk to another professional person when necessary, and maintain ongoing program of professional growth.

PROCEDURES:

WDEP

Build Relationships:

- Explore **W**ants, **N**eeds & **P**erceptions: Discuss picture album or quality world, i.e., set goals, fulfilled & unfulfilled pictures, needs, viewpoints and "locus of control."
- Share **W**ants & **P**erceptions: Tell what you want from them and how you view their situations, behaviors, wants, etc. This procedure is secondary to A above.
- Get a **C**ommitment: Help them solidify their desire to find more effective behaviors.

Explore Total Behavior:

Help them examine the **D**irection of their lives, as well as specifics of how they spend their time. Discuss core beliefs and ineffective & effective self talk. Explore two-fold purpose of behavior: to impact the outer world and to communicate a message to it.

Evaluation – The Cornerstone of Procedures:

Help them evaluate their behavioral direction, specific behaviors as well as wants, perceptions and commitments. Evaluate own behavior through follow-up, consultation and continued education.

Make **P**lans: Help them change direction of their lives.

Effective plans are **S**imple, **A**ttainable, **M**easurable, **I**mmEDIATE, **C**onsistent, **C**ontrolled by the planner, and **C**ommitted to. The helper is **P**ersistent. Plans can be linear or paradoxical.

Note: The "Cycle" describes specific guidelines & skills. Effective implementation requires the artful integration of the guidelines & skills contained under Environment & Procedures in a spontaneous & natural manner geared to the personality of the helper. This requires training, practices & supervision. Also, the word "client" is used for anyone receiving help: student, employee, family member, etc.

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The Center for Reality Therapy provides counseling, consultation, training and supervision including applications to schools, agencies, hospitals, companies and other institutions. The Center is a provider for many organizations which award continuing education units.

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PRACTICAL APPLICATIONS OF REALITY THERAPY AND CHOICE THEORY

This set of exercises is based on a modification of the WDEP model as developed by Dr. Robert Wubbolding. One of the best ways to learn how to work with clients from a reality therapy perspective is for you to apply the procedures to your own life. Take time to engage in this self-reflection and self-evaluation. Doing so could help you make some significant changes in your life as well as enhance your skills in applying the WDEP model in your work with clients.

make notes for use in Forum #7

W = What Is It That You Want?

Explore your wants, needs, and perceptions. If you had what you wanted now, how would your life be different?

Reflect on what you most want from yourself, friends, spouse or partner, religion or spirituality, work, and the world around you. Select *one* area as a target for further exploration. Apply this specific target example to the following questions.

1. What are you doing now to get what you say you want? How much effort are you devoting to get what you want?
2. How do you perceive yourself and significant others in your life?
3. How are you meeting your basic needs?

Reflect on the ways in which your needs are being met, as well as how you see them influencing your daily behavior. Rank the five basic needs in the order of their priority for you. As you reflect on your needs, ask yourself in what areas you would like to make changes.

Survival. To what degree are you maintaining vitality and good health, rather than merely surviving?

Belonging. What do you do to meet your needs for meaningful relationships? In what ways do you feel a sense of belonging?

Power or achievement. When do you feel a sense of power? In what areas of your life are you making significant achievements? When do you feel recognized?

Freedom or independence. To what degree do you feel that you are in charge of your life and are moving in the direction that you want?

Fun or enjoyment. What are those activities that you do for fun? Do you have as much fun as you would like?

Choose one specific need that you would like to change. For example, if you are not having as much fun in your life as you would like, what specifically would you like to be doing by way of fun that you are not? Reflect on what you are willing to do to change this aspect of your life.

D = What Are You Doing?

Explore the *direction* in which your *total behavior* is moving you. What are you currently doing, and to what degree is it working for you?

1. Is the general direction of your life in your own best interest? Are you getting closer to your core goals? Is your overall direction moving you closer to the people with whom you want to be involved?
2. Is your behavior congruent with what you say you want? To what degree are your present actions in line with your core values?
3. How satisfied are you with most of your actions? Are there some ways you'd like to be acting that you are not? How would your life be different if you were acting the way you want?

4. More specifically, is your present behavior helping you get what you want? To what degree are your current actions helping or hurting you and your significant others?
5. Are your wants realistic and attainable? If you had in your life what you wanted at this point, what would that be like?

E = How Willing Are You to Make a Searching Self-Evaluation?

Total behavior is composed of action, thinking, feelings, and physiology in an attempt to meet your needs and fulfill wants. You have most control over your actions, so let's focus on the acting dimension. Engage in a comprehensive self-evaluation to determine whether you are getting what you want. As you review your behavior on a given day, think about what you would most want to change about yourself. Make a global self-assessment first.

1. What would you most want to accomplish in your life in the next few years in these areas: Physically? Emotionally? Socially? Spiritually? Intellectually? Professionally? Family relationships? Contributing to humanity? Financial security?
2. What specific actions or thoughts would you like to change because they are not working for you?
3. To what degree do you think you are getting what you want?
4. Select one area in which you are willing to invest time and effort to bring about change. Reflect on the specific kinds of changes you most want to make in this particular area. To what degree are your current actions, cognitions, and feelings helping you?
5. What are you willing to do to make the changes you want?
6. Are you committed to taking action to change?

P = Are You Ready to Make Plans to More Effectively Meet Your Needs?

Make plans designed to change the direction of your life. Take a particular target area that you have decided is important enough to you that you are willing to actually make a plan that will result in change. Think about a particular behavior you want to change and are willing to change. One of the best ways to understand the process of formulating personal plans is to develop such a plan yourself. In making your plan, consider SAMIC3—your plan should be simple, attainable, measurable, immediate, involved, controlled by the planner, committed to, and continuously done.

- Design a long-range plan with specific short-range steps you can take to attain your overall goals.
- Work out the details of your plan.
- Be ready to make a commitment to sticking to a plan that is important to you and one you have decided you want to implement.

Apply these questions to developing your plan.

1. What kind of specific plan would you be interested in developing as a way to enhance your life?
2. How can you design a specific plan for change?
3. What will help you follow through with your plan and make a commitment to change?
4. If you follow through on your plan, how might your life be different?

Using WDEP as an Approach to Self-Improvement

Select a number of specific aspects of your life that you are interested in changing and apply the WDEP model to your self-improvement program.